EARLY ACHIEVERS GRANT

2022-23 GRANT GUIDELINES

Workforce Education Department
Washington State Board for Community and Technical Colleges
PO Box 42495
Olympia, WA 98504

SBCTC.edu
The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

**Deadlines and Milestones**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Dates (subject to change)</th>
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<tbody>
<tr>
<td>Applications available in OGMS</td>
<td>March 17, 2022</td>
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<tr>
<td>Applications due in OGMS</td>
<td>April 28, 2022</td>
</tr>
<tr>
<td>Course Schedule and Credit Waiver Form Due to SBCTC</td>
<td>May 31, 2022</td>
</tr>
<tr>
<td>Grant Start Date</td>
<td>July 1, 2022</td>
</tr>
</tbody>
</table>

**Grant Contacts**

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# Table of Contents

- Deadlines and Milestones .......................................................................................................................... 2
- Grant Contacts .......................................................................................................................................... 2
- Table of Contents ...................................................................................................................................... 3
- Overview .................................................................................................................................................... 5
  - What Institutions May Apply .................................................................................................................. 5
  - How Does the College Apply .................................................................................................................. 5
  - Application Process ............................................................................................................................... 5
  - Disclaimer .............................................................................................................................................. 6
- Administering the Grant ............................................................................................................................ 6
  - Responsibilities of the College ................................................................................................................ 6
  - Student Eligibility, Prioritization, and Requirements ............................................................................ 8
  - Waivers .................................................................................................................................................. 8
- Funding ...................................................................................................................................................... 9
  - Assumptions .......................................................................................................................................... 9
  - Additional Funding for an Associate Degree .......................................................................................... 9
  - Student Support Budget Activity ......................................................................................................... 10
  - Responsive Pathways Funding ............................................................................................................. 11
  - General Budget Activity ....................................................................................................................... 12
  - Budget Revisions .................................................................................................................................. 12
  - Refunds ............................................................................................................................................... 13
- Reporting and Coding ............................................................................................................................... 13
  - Reports ............................................................................................................................................... 13
  - Completions ......................................................................................................................................... 14
  - Student Coding ................................................................................................................................... 14
  - Financial Aid Coding ............................................................................................................................ 15
- Appendix A: Application Questions .......................................................................................................... 17
  - Section 1: Grant Program Narrative ..................................................................................................... 17
  - Section 2: Responsive Pathways Proposal ............................................................................................ 18
  - Section 3: Budget Narrative .................................................................................................................. 19
- Appendix B: DCYF Scholarship Program Guide ....................................................................................... 20
- Appendix C: Document Samples ............................................................................................................... 20
- Student Application .................................................................................................................................. 31
Student Consent to Data Release to DCYF ......................................................... 33
Waiver Form ........................................................................................................ 34
Annual Schedule of ECE Courses Template ..................................................... 36
Quarterly Report Template ................................................................................ 37
Overview

The Early Achievers Grant is a student financial aid program to help employed child care providers and early learning educators complete certificates and associate degrees in early childhood education. The Early Achievers Grant is offered in partnership with the Department of Children, Youth, and Families (DCYF). The funding is allocated by DCYF and administered by SBCTC.

Applicant Guidelines

The Department of Children, Youth, and Families (DCYF) has also made available $400,000 in Responsive Pathways funding.

What Institutions May Apply

This grant is open to all Washington State Community and Technical Colleges, as defined under RCW 28B.50.030, offering the common Early Childhood Education courses and standardized statewide stackable certificates. Certificate and degree programs must have received approval from the State Board for Community and Technical Colleges (see Program Approval Policy and Forms) and be listed on the college's program inventory.

How Does the College Apply

Access the 2022-23 Early Achievers Grant Application through the Online Grant Management System (OGMS).

Section 2 of the 2022-23 Early Achievers Grant Application is specific to Responsive Pathways Funding. Do not submit a separate application for the Responsive Pathways Funding alone. The list of grant question can be found in Appendix A.

If you do not have an account, contact your organization’s Security Contact for access; you will also need your Security Contact to give you permission for FY23.

Submit completed grant applications, including attachments, to the SBCTC through OGMS no later than April 28, 2022 at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on April 28, 2022.

Application Process

We suggest writing applications in a word processing program and pasting the application content into OGMS. This will help ensure you do not lose any content if the OGMS application times out. The list of grant question can be found in Appendix A.

Application Review

The Early Achievers Grant Application will be reviewed by Washington State Board for Community and Technical Colleges (SBCTC) staff. Feedback will be provided to colleges in order to refine or clarify application responses.

The Responsive Pathways portion of the application will be reviewed for alignment with the intent of this funding by a panel made up of staff from the SBCTC and DCYF. All proposals found to be in alignment will receive a minimum of $10,000 in Responsive Pathways funding.
Disclaimer
SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds, but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant’s ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding.

Administering the Grant
The majority of the duties, though not all, within this grant fall under the responsibility of the Early Achievers Grant Point-of-Contact. In order to successfully complete those duties, the Point-of-Contact requires the support of the ECE faculty and dean, staff within the financial aid office and finance office, and others dependent upon the organizational structure of the college. The majority of the grant requirements are directly from the funder, the Department of Children, Youth, and Families.

If at any time throughout the execution of the grant uncertainties, questions, or concerns arise, contact the Grant Manager at the State Board for support. If there are difficulties in administering the grant as described below, contact the Grant Manager to clarify a path forward.

Responsibilities of the College
The responsibilities of the college include, but are not limited to:

- Establish and support an Early Achievers Grant Point-of-Contact (POC) to advise and support Early Achievers Grant recipients.
- Establish contact between the college's POC and the Grant Manager at the State Board. Maintain accurate grant contact information in OGMS/OBIS and with the State Board.
- Contact the Grant Manager to obtain access to the Secure Upload Engine (SUE). Reporting documents including the ECE course schedule, quarterly reports, and other grant related documentation will be uploaded in SUE for access by the State Board.
- Ensure accurate coding of students and student financial aid.
- Ensure monthly billing of the EAG to SBCTC.
- Maintain secure records including a copy of all reports, EAG student grant applications, employment verification, and other grant related documentation.
- Reach the FTES target equivalent to the funding amount.

Early Achievers Grant Point-of-Contact
College staff identified as the Point-of-Contact will:

- Implement practices that promote educational access, meeting the needs of BIPOC providers, providers of various learning languages, and geographical locations.
• Develop partnerships with provider organizations in the area to be aware of and responsive to community needs. Communicate those needs relevant faculty, staff, and administrators at the college.

• Recruit a pool of potential grant recipients from family home child care businesses, child care centers, and ECEAP programs that reflects the diversity of the local provider community and the children they serve. Request the necessary supports from others at the college and provider organizations to accomplish that goal. For example, communicating the need for courses in additional languages to the faculty and dean.

• Provide accurate information to students about the Department of Children, Youth, and Families' initiatives such as the Early Achievers program - Washington's quality rating and improvement system (QRIS), the Career Portal, pertinent WACs, and the Managed Education and Registry Information Tool (MERIT).

• Provide accurate information about the college's grant application process, including student eligibility, student consent to data sharing, and waitlist status. Provide accurate information about the college's admission requirements and processes, financial aid forms, student placement assessments, registration procedures and student services provided to potential Early Achievers Grant recipients. Provide accurate information regarding updating residency status at the college.

• Provide information about financial aid, assist students with completion of forms, and coordinate the development of financial aid packages for each student according to their needs.

• Help students plan their college program and course schedule customized to the needs of each student.

• Coordinate prior learning assessments and the awarding of credit as requested by the student.

• Partner with ECE faculty, advisors, and members of the financial aid office to communicate openly about students' needs and support student success.

• Coordinate wrap-around support services such as tutoring, mentoring, study groups, eLearning workshops, or emergency assistance as needed.

• Contact all grant recipients each quarter. Track and discuss their progress, deploy support services as necessary, and assist with planning their course schedule for the following quarter.

• Verify student employment with annual employer signature and quarterly student self-attestation. Track student academic standing.

• Track student completions using transcript reports or other tools and assist students as they submit certificate and degree applications. Assist students in documenting their education in MERIT.

• Complete waivers and submit them to the EAG manager at the State Board as needed in order to support students' continued progress toward their goal. Maintain those records.
• Maintain a waitlist of potential EAG students not yet able to access the grant due to limited funding.

• Maintain a budget to ensure existing students will be able to continue progress towards their goals for the duration of the funding year.

• Assist students with any other issues that may arise related to the Early Achievers Grant program.

• By each due date, complete and submit reports to the Grant Manager. This includes the ECE Course Schedule.

• Prior to finals each quarter, consult with the registrar's office to ensure all EAG students are coded according to the SBCTC coding manual.

• Distribute and facilitate completion of quarterly EAG Student Survey.

• Attend regional meetings offered in partnership with the Department of Children, Youth, and Families. If unavailable, a representative from the college will be sent in their place.

• Attend quarterly Point-of-Contact meetings organized by the State Board for Community and Technical Colleges. If unavailable, a representative from the college will be sent in their place.

**Student Eligibility, Prioritization, and Requirements**

Please refer to the [DCYF Scholarship Program Guide, appendix B](https://www.dcyf.wa.gov/services/earlylearning-profdev/scholarships-incentives-awards), for guidance on:

- Student Eligibility
- Prioritizing Grant Recipients
- Academic Requirements

This guide can be found on [DCYF’s website](https://www.dcyf.wa.gov/services/earlylearning-profdev/scholarships-incentives-awards).

**Leveraging Funding Options**

Colleges are encouraged to explore and utilize other financial aid options for eligible students. Because EAG is not income-based, we serve students who may be just above the income requirements of need-based financial aid options. For those who qualify for need-based aid, we encourage to braiding those additional sources of funding into the student's financial aid package. Other funding sources that may be applicable include: Pell Grants, Washington College Grant, BFET, WorkFirst, and Worker Retraining, among others.

Please refer waitlisted or not eligible providers to other sources of aid.

**Waivers**

Permission may be granted for eligible grant recipients to enroll in additional credits if they meet the following criteria:
1. Must complete one or more developmental courses in math and/or English to complete the one-year Early Childhood Education State Certificate and said courses exceed the 52 credit limit.

2. Are within a few courses of completing their Early Childhood Education one-year State Certificate, but could benefit from enrolling in one or two courses required for an Early Childhood Education Associate’s degree as they complete their State Certificate.

3. Have at least an Associate’s degree in Early Childhood Education or related degree as defined by DCYF, but need specific courses to retain employment. Communication from employer or DCYF requiring needed courses must be documented.

Colleges must submit a completed waiver form to the Grant Manager for processing. In the event the college has a student who may need a credit waiver, but does not fully meet the above criteria, please contact the Grant Manager for additional guidance.

**Funding**

The Early Achievers Grant is offered in partnership with the Department of Children, Youth, and Families (DCYF). The funding is allocated by DCYF and administered by SBCTC. Many of the grant requirements are directly from DCYF. Please reference the preceding section on waivers as they impact funding. Please see Fiscal Guidelines for more information.

The Early Achievers Grant funds must be expended no later than June 30, 2023.

**Assumptions**

The 2022-23 award recommendation assumes the following distribution of funds:

1. Early Achievers Grant (EAG) funds will be distributed to community and technical colleges that apply and are selected to participate in the financial aid program during the 2022-23 academic year.

2. One FTES is equivalent to 45 credits. For example, a student who enrolls for 18 credits fall quarter, 13 credits winter quarter and 15 credits spring quarter results in 1.0 FTES (18 +13+15=45). The enrollment of several part-time students may be added together to determine FTES. For example, nine students who enroll in a five-credit course would total 45 credits or 1.0 FTES.

3. The EAG funding will be granted to the colleges in whole FTES increments (5, 7, 12, etc.) not partial FTES increments (3.4, 7.2, 15.7, etc.). Funding for an Early Childhood Education State Certificate

The contract with the Department of Children, Youth, and Families sets forth the requirements for Early Achievers Grant (EAG) funding. A student may receive EAG funding for up to 52 credits of eligibility.

**Additional Funding for an Associate Degree**

Students who successfully complete a one-year Early Childhood Education State Certificate are eligible to receive EAG funding supporting an additional 45 credits for coursework required for an
Early Childhood Education Associate degree.

College Awards The college must apply for the full amount of funds per the following table. For example, if requesting 10 FTES, the college must apply for exactly $83,000. Once funding is determined, the college is expected to reach the FTES target equivalent to the funding amount. The chart below shows examples of FTES and corresponding funding.

**Examples**

<table>
<thead>
<tr>
<th>EAG Funding</th>
<th>1 FTES</th>
<th>2 FTES</th>
<th>3 FTES</th>
<th>4 FTES</th>
<th>5 FTES</th>
<th>6 FTES</th>
<th>10 FTES</th>
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<tr>
<td>Tuition &amp; Fees</td>
<td>$4,800</td>
<td>$9,600</td>
<td>$14,400</td>
<td>$19,200</td>
<td>$24,000</td>
<td>$28,800</td>
<td>$48,000</td>
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<tr>
<td>Required Books and Instructional Materials</td>
<td>$1,000</td>
<td>$2,000</td>
<td>$3,000</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$6,000</td>
<td>$10,000</td>
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<tr>
<td>Student Support &amp; Wrap-Around Services</td>
<td>$800</td>
<td>$1,600</td>
<td>$2,400</td>
<td>$3,200</td>
<td>$4,000</td>
<td>$4,800</td>
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<td>$3,400</td>
<td>$5,100</td>
<td>$6,800</td>
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<td>$8,300</td>
<td>$16,600</td>
<td>$24,900</td>
<td>$33,200</td>
<td>$41,500</td>
<td>$49,800</td>
<td>$83,000</td>
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Please see Fiscal Guidelines for information on how funds may be budgeted and how funds may be moved between budget categories.

The Early Achievers Grant funds must be expended no later than June 30, 2023.

**Student Support Budget Activity**

Three budget categories fall under Student Supports activity: Tuition and Fees, Textbooks and Instructional Materials, and Wrap-Around Student Services (budgeted in the “Misc.” cell). See Early Achievers Grant Fiscal Guidelines for further information on these categories.

**Tuition and Fees**

The Early Achievers Grant funding provides up to $4,800 per FTES for tuition and fees. The grant covers tuition and mandatory fees for eligible students up to 52 credits for an Early Childhood Education one-year State Certificate. If the student earns a one-year State Certificate in Early Childhood Education, they are then eligible for further Early Achievers Grant funding to support enrollment in an Early Childhood Education Associate degree program up to 45 additional credits. College Boards of Trustees approve college fees charged to students, therefore; each college shall determine the cost of full-time enrollment, not to exceed $4,800 per FTES. No additional application is needed for students who wish to pursue an Associate degree after completing the one-year State Certificate.

*Example:* 45 credits of tuition for 2021-22 was approximately $4,343. The college may also use grant funds for mandatory fees, such as lab or technology fees. The Early Achievers Grant funding will cover tuition and fees up to $4,800 for 52 credits.

Tuition funds may be moved to other budget categories within the Student Support budget activity if financial assistance from different programs (Pell, BFET, Worker Retraining, etc.) is used to backfill the funding that is being moved.
Example: The student receives tuition support for $2,000 from another financial aid program. The college may move $2,000 in Early Achievers Grant tuition funding to other budget categories such as textbooks or miscellaneous.

Textbooks and Instructional Materials
Each college will receive $1,000 for each FTES funded through the Early Achievers Grant program to reimburse students for the purchase of required textbooks and other instructional materials.

Early Achievers Grant students may receive up to $1,000 for books and other instructional materials (printed materials used in place of in addition to textbooks) for their first 52 credits leading to an ECE one-year certificate. After completion of a one-year ECE certification, students are eligible for up to an additional $1,000 for textbooks and instructional materials to support completion of an ECE associate degree. To prorate the textbook and instructional materials maximum funding, divide $1,000 by the number of credits required for the 1-year certificate or second year of an associate degree. Students may be granted between $19.00 - $22.00 per credit for textbook and instructional materials purchases. If more than the prorated amount granted in a single quarter, future quarters must be adjusted to maintain a total under $1,000. This disbursement may be made directly to the student upon receipt of documentation the payment made was for eligible costs.

Grant funds may not be used to purchase computers, laptops, scientific calculators, etc. for students. Grant funds may not be used to purchase paper, notebooks, pens or other types of supplies.

If needed, these dollars may be moved to other budget categories within the Student Support budget activity to support additional FTES.

Wrap-around Student Services
Each college will receive $800 for each FTES funded through the Early Achievers Grant program. The college may use this funding for wrap-around support services including, but not limited to; purchasing loaner laptops or textbooks, student success workshops, tutoring, advising, retention strategies, and funding to mitigate student emergency conditions that if resolved will help students continue in the program.

In the event the college purchases laptops, textbooks, etc. for loan to students, the college must have a policy in place regarding the duration and conditions of the loan and consequences for damaging or not returning these materials. This policy must be communicated to students prior to their acceptance of the loaned item.

If needed, these dollars may be moved to other budget categories within the Student Support budget activity to support additional FTES.

Responsive Pathways Funding
The Department of Children, Youth, and Families (DCYF) has made available Responsive Pathways funding in the amount of $400,000 for this work. These resources are dedicated to the enhanced supports for equity, inclusion and accessibility to further the mission of equity within the higher education system for early learning educators. The State Board for Community and Technical
Colleges (SBCTC) is soliciting proposals that meet the purpose of these funds.

Potential uses of these funds could include, but are not limited to:

- Outreach: building community connection, collaborate with trainers on the implementation of the Community Based Training
- Instruction: expanding language options, training faculty in culturally responsive practices, developing/adapting curriculum and assessments
- Staffing: incentives to diversify the employment pipeline and ensure staff can meet the needs of the community (location, language, etc.)
- Wrap around supports: expanding language options of student supports such as advising and tutoring
- Enhancement of existing ECE equity initiatives: expanding best practices

The purpose of these funds is to develop and implement strategies to increase access and availability of programs for ECE professionals. Participating colleges will develop and implement strategies and system improvements that promote equitable access and student success of all populations supported by this contract, including dual language learners, and Tribal Nations. This includes a focus on increasing equity, access, and developing systems to reach students that are not currently enrolled.

Proposals will have a budget of no less than $10,000, and no more than $30,000. All proposals in line with the stated purpose of these funds will be funded at a minimum of $10,000. Funding above $10,000 is subject to the number of applicants and the scale of their proposals. If all proposals are fully funded and funds remain, the remainder will be divided evenly among all applicants. See the Fiscal Guidelines for more information on allowable Responsive Pathways expenditures.

Responsive Pathways funding must be expended no later than June 30, 2023.

**General Budget Activity**

Five budget categories fall under General budget activity: Salary and Wages, Employee Benefits, Goods and Services, Travel, and Contracts. See Early Achievers Grant Fiscal Guidelines for a breakdown of these categories.

**Staff Point-of-Contact**

The college will receive $1,700 for every FTES to support an Early Childhood Education Point-of-Contact. The Point-of-Contact will recruit, advise, and support Early Achievers Grant recipients. Please see the Early Childhood Education Point-of-Contact section of these guidelines. The college may utilize this funding for the salary, benefits, goods & services, and travel for one or more staff performing Point-of-Contact duties.

**Budget Revisions**

With SBCTC approval, funds may be transferred from General activity to Student Support Activity.
With SBCTC approval, funds may be transferred from the Textbook category to the Tuition category, and funds in the Wrap-around Student Services category may be transferred to either Textbooks or Tuition categories. Budget revision requests must be submitted via the Online Budget and Invoicing System (OBIS). See Early Achievers Grant Fiscal Guidelines for further information.

The Early Achievers Grant - State funds must be expended no later than June 30, 2023.

**Refunds**

Any student receiving Early Achievers Grant funding who officially or unofficially withdraws will have funds returned to the Early Achievers Grant institutional account based on the college refund policy. All Early Achievers Grant funds collected from student refunds may be re-awarded to other Early Achievers Grant eligible students if refunds are received in the same fiscal year as disbursed. If returned after the close of the fiscal year, they must be returned to SBCTC to be returned to DCYF. Please follow your college’s standard refund policy.

Should the student re-enroll at a later date, those funds surrendered will apply and count toward the Early Achievers Grant tuition/fees funding maximum.

Typically, there are no refunds for books/instructional materials that have been purchased.

**Reporting and Coding**

**Reports**

The data within the FMS and SMS databases is used to complete a portion of the reporting by the State Board to the funder, the Department of Children, Youth, and Families (DCYF). Because data is shared with DCYF, students must complete a consent to data sharing at intake. It is essential to code students per the guidelines below in a timely manner in order for enrollments and completions to be recorded accurately.

To collect narrative information or data not available through the FMS and SMS databases, a quarterly report will be due on the following schedule. SBCTC will provide reporting templates after college grant applications are approved.

- September 27, 2022
- January 3, 2023
- April 4, 2023
- July 5, 2023

The data collected will assist the State Board to report information on student participation to the Department of Children, Youth, and Families.

**Responsive Pathways Funding Reports**

Colleges receiving Responsive Pathways funding will be required to include additional narrative responses as a part of the existing Early Achievers quarterly reports for fall, winter, and spring quarters including:
• Description of quarter’s activities to advance equity, includes: program development, state system partnerships, program adjustments, recruitment efforts.

• Describe how your proposal will advance equitable access and availability of programs for early learning professionals from all populations supported by this the Early Achievers Grant, including dual language learners, and Tribal Nations.

• Describe how your proposal will develop systems to reach early learning professionals, with intentionality to reach underrepresented populations that are not currently enrolled, and how you will mitigate barriers to enrollment.

• Describe how your proposal will develop and implement culturally responsive practices to advance teaching and learning strategies that center on dual language learners, Tribal Nations, and underrepresented populations, in order to increase student success.

• Narrative describing responsive pathways expenditures for the quarter.

In addition, colleges receiving Responsive Pathways funding will be required to submit an annual summary at the end of the contract period.

SBCTC will provide the colleges with a reporting template at least a month prior to the report due dates.

• Fall/Winter - April 3, 2023
• Spring - July 5, 2023
• Annual - July 31, 2023

**Completions**

As student retention is measured by continued enrollment and/or program completion, it is essential that all students completing one or more credentials be coded with the appropriate exit code. The most common exit codes for Early Achievers Grant students are as follows:

1. Associate Degree
2. Long Certificate + 90 credits
3. Long Certificate 45-89 credits
4. Short Certificate 20 to 44 credits
5. Short Certificate 1 to 19 credits

The full listing of exit codes can be found under “Completions” on the Guidelines for Reporting Degrees and Certificates web page or check with your college registrar.

**Student Coding**

Students receiving financial assistance, academic support, or other services from an Early Achievers Point-of-Contact, are to be coded as Early Achievers Grant students, using an unusual
action code (Legacy) or student attribute (PeopleSoft). The coding is outlined below.

The Department of Children, Youth, and Families (DCYF) requires the colleges, through SBCTC, to report student enrollments, persistence and completions disaggregated by the grant recipients' employment categories. At in-take, potential grant recipients must identify the employment category that best describes their current employment situation: Family Home Child care owner or employee, Child care Center owner or employee, ECEAP (Early Childhood Education and Assistance Program) employee, or Head Start employee.

**Student Unusual Action Codes in Legacy System**
Students are coded with one of three Unusual Action Codes on screen SM5003.

If multiple apply, use highest as listed below.

"E&" for students working at a family home child care business.

"E!" for students working at a child care center.

"E+" for students working at an ECEAP program.

"E-" for students working at a Head Start program.

The Unusual Action code is quarter specific, so the code must be applied each quarter, before finals. The student should not be coded for the Early Achievers Grant after departure from the ECE program. The quarterly records for these Unusual Action Codes do not need to be removed once coded, as they are quarter specific.

**Student Attribute Codes in PeopleSoft**
Student Plan Stacks are coded with one of three Student Attribute Codes. This code should be term activated each quarter. If multiple apply, use highest as listed below.

"SE02" for students working at a family home child care business.

"SE01" for students working at a child care center.

"SE03" for students working at an ECEAP program.

"SE04" for students working at a Head Start program.

These Student Attribute Codes will be coupled with a Student Group Code of "SEAG" coded to the student. This code should be verified each quarter, before finals. The student should not be coded for the Early Achievers Grant after departure from the ECE program.

**Financial Aid Coding**
An eligible student may receive Early Achievers Grant for tuition and mandatory fees up to 52 credits, not including credits documented on approved waivers. If the student has completed a one-year certificate in Early Childhood Education, and meets eligibility requirements, they may receive Early Achievers Grant funding for an additional 45 credits when enrolled in an Associate degree program in Early Childhood Education.
Early Achievers Grant students may receive up to $1,000 for books and other instructional materials for their first 52 credits leading to an ECE one-year certificate. After completion of a one-year ECE certification, students are eligible for up to an additional $1,000 for textbooks and instructional materials to support completion of an ECE associate degree. To prorate the textbook and instructional materials maximum funding, divide $1,000 by the number of credits required for the 1-year certificate or second year of an associate degree. Students may be granted between $19.00 - $22.00 per credit for textbook and instructional materials purchases. If more than the prorated amount granted in a single quarter, future quarters must be adjusted to maintain a total under $1,000. This disbursement may be made directly to the student upon receipt of documentation the payment made was for eligible costs.

Students receiving Early Achievers Grant funds must receive an accepted award status code, (code 2) in the Financial Aid System (FAM). The financial aid award codes are the financial aid program codes (FAPC) below without the zero in the first space.

### Financial Aid Program Codes in Legacy System

<table>
<thead>
<tr>
<th>Award Code</th>
<th>FAPC</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA</td>
<td>0EA</td>
<td>EAG-Tuition (Tuition and Fees)</td>
</tr>
<tr>
<td>EB</td>
<td>0EB</td>
<td>EAG-Books (Books, supplies, etc…)</td>
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<tr>
<td>EC</td>
<td>0EC</td>
<td>EAG-Child care (Emergency child care)</td>
</tr>
<tr>
<td>ED</td>
<td>0ED</td>
<td>EAG-Trans Emergency transportation</td>
</tr>
<tr>
<td>E0</td>
<td>0E0</td>
<td>EAG-Other (Tutoring, exams/licensing fees, career services, etc…)</td>
</tr>
</tbody>
</table>

### Financial Aid Program Codes in ctcLink

<table>
<thead>
<tr>
<th>FA Item Type</th>
<th>Description</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>912000000700</td>
<td>Early Achievers Grant-Tuition</td>
<td>EAGTUITION</td>
</tr>
<tr>
<td>912000000710</td>
<td>Early Achievers Grant-Books</td>
<td>EAGBOOKS</td>
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<tr>
<td>912000000720</td>
<td>Early Achievers Grant-Chldcare</td>
<td>EAGCHLDCAR</td>
</tr>
<tr>
<td>912000000730</td>
<td>Early Achievers Grant-Transp</td>
<td>EAGTRANSP</td>
</tr>
<tr>
<td>912000000740</td>
<td>Early Achievers Grant-Other</td>
<td>EAGOTHER</td>
</tr>
</tbody>
</table>
Appendix A: Application Questions

Below are the application questions as they appear in the 2022-23 Early Achievers Grant Application, accessible through the Online Grant Management System (OGMS).

Section 1: Grant Program Narrative

Please review the program and fiscal guidelines documents, which are located in the Grant Info section of OGMS, prior to completing this section of the application. Additionally, please be sure to work with your grants/budget office when developing your grant budget.

1A. How many FTES is your college requesting? Please list only whole FTES, not partial FTES such as 3.3 or 5.6.

1A.1 Explain how you arrived at the number of FTE being requested. See Program Guidelines for information on calculating FTES.

1A.2 Number of students currently on the waitlist for this grant:

1B. What is the college’s capacity to meet the growing demand for enrollment in the stackable ECE credentials and respond to community needs? Consider the current fill rate of classes, the ability to add additional sections, and the lead time required to do so. Consider the variety of modalities, locations, and languages in which courses could be offered.

1C. Approximate percentage of grant recipients for whom English is not their primary language. Enter as a decimal.

1D. What steps will the Point of Contact take to foster an EAG student population that is representative of the cultural identities of the children in the communities the college serves?

1E. What are the ways a new student is directed to the Point of Contact? Once they are connected, how will the Point of Contact help them navigate the college system/offices (financial aid, bookstore, registration, advising, etc.) in order to set them up for success?

1F. How will the Point of Contact be knowledgeable about students’ progress? How will the Point of Contact track students’ progress in their classes as indicated on their academic plans?

1G. What student advising model do you use? How many times per quarter will the Point of Contact reach out to each grant recipient to check in? What modalities will be used? (Email, phone, video call, office appointments, worksite visits)

1H. What are some strategies the Point of Contact will employ to identify challenges individual students are experiencing before they become barriers? How will the Point of Contact build a strong connection with grant recipients?

1I. Above and beyond services open to all students at the college, what services are specifically made available to support grant recipients? (For example, access to an ECE lending library.)

1J. How is your course schedule organized to promote timely access to classes needed to produce the highest number of completions?
1K. Do students have access to WAOL Early Childhood Education classes at your college? If not, please explain why this is not an option for your students.

Section 2: Responsive Pathways Proposal

This section is required for those interested in receiving funding for Responsive Pathways work. This section should be left blank if the applicant is not seeking Responsive Pathways funding.

2A. Does your college want to apply for optional Responsive Pathways funding?

2B. Is your proposal building on, or an extension of, a previous year’s proposal? If yes, please attach that proposal in the attachments section of your application.

2C. Name of the primary contact for your Responsive Pathways proposal:

2C.1 Responsive Pathways primary contact email:

2C.2 Responsive Pathways primary contact phone:

2D. Proposal Abstract: Describe your proposal in no more than 100 words.

2E. Proposal Budget: Total funds requested for FY 2022-23.

2F. Your proposal must address at least one of the below goals; it may address more than one. For goals you are not addressing, enter “N/A”.

2F.1 Describe how your proposal will advance equitable access and availability of programs for early learning professionals from all populations supported by the Early Achievers Grant, including dual language learners, and Tribal Nations.

2F.2 Describe how your proposal will develop systems to reach early learning professionals, with intentionality to reach underrepresented populations that are not currently enrolled, and how you will mitigate barriers to enrollment.

2F.3 Describe how your proposal will develop and implement culturally responsive practices to advance teaching and learning strategies that center on dual language learners, Tribal Nations, and underrepresented populations, in order to increase student success.

2G. Describe how the need(s) addressed by your proposal were identified. What information gathered informed your direction and supports your proposal. (Were community partners engaged? If so, identify those partners and the type of engagement. Was data was used? If so, provide sources.)

2H. Describe collaboration efforts: Describe how internal and external partners will be actively engaged in the execution of this proposal. Include a description of roles and responsibilities. Include all partnerships, formal and informal, and any engagement with community organizations or Tribal Nations. (If any partnerships are not yet established, describe the partnerships you are seeking and include how they would engage in this proposal.)

2I. Provide a brief proposal timeline for FY23. Include all major activities and anticipated milestones over the year.
2J. Describe the proposal outcomes, both quantitative and qualitative, and how they will be assessed.

2K. Additional information essential to your proposal not addressed above.

Section 3: Budget Narrative

This grant has parameters regarding exactly how much funding may be requested and parameters on how much is budgeted in several individual budget cells. Please review the program and fiscal guidelines documents, which are located in the Grant Info section of OGMS, prior to completing this section of the application. Additionally, please be sure to work with your grants/budget office when developing your grant budget.

3A. Describe how your college will use funds from this grant for TUITION.

3B. Describe how your college will use funds from this grant for BOOKS.

3C. Describe how your college will use funds from this grant for MISC. See program guidelines for information on allowable expenses.

3D. Describe how your college will use funds from this grant for SALARY, WAGES, AND BENEFITS for the point-of-contact. For the position funded from this grant, include the position title and percentage of effort that will be paid from this grant (or hourly wage information). Duties that can be paid from this grant are detailed in the Early Achievers Opportunity Grant Program Guidelines and are not required to be included in your budget narrative.

3E. Describe how your college will use funds from this grant for GOODS AND SERVICES to be used by the point-of-contact.

3F. Describe how your college will use funds from this grant for TRAVEL for the point-of-contact.

3G. Describe how your college will use funds from this grant for Responsive Pathways – SALARY, WAGES, AND BENEFITS. Include all position titles, percent of effort or FTEF that will be funded, and a brief description of duties by position as they relate to this grant activity. See the fiscal guidelines for examples.

3H. Describe how your college will use funds from this grant for Responsive Pathways – GOODS AND SERVICES.

3I. Describe how your college will use funds from this grant for Responsive Pathways – TRAVEL.

3J. Describe how your college will use funds from this grant for Responsive Pathways – CONTRACTS.
Appendix B: DCYF Scholarship Program Guide

This appendix contains the Scholarship Program Guide provided by Department of Children, Youth, and Families as of the grant application release date, March 17th, 2022. This guide can also be found on DCYF’s website.

Please refer to this guide for guidance on student eligibility, academic requirements, and prioritizing grant recipients.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Overview</td>
<td>1</td>
</tr>
<tr>
<td>DCYF Scholarship Program</td>
<td>1</td>
</tr>
<tr>
<td>Early Achievers Grant</td>
<td>1</td>
</tr>
<tr>
<td>Child Care Aware of Washington Scholarships</td>
<td>1</td>
</tr>
<tr>
<td>Scholarship Recipient Requirements</td>
<td>2</td>
</tr>
<tr>
<td>Eligibility Criteria</td>
<td>2</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>2</td>
</tr>
<tr>
<td>Employment Requirements</td>
<td>2</td>
</tr>
<tr>
<td>Role Requirements</td>
<td>2</td>
</tr>
<tr>
<td>Scholarship Application Instructions</td>
<td>3</td>
</tr>
<tr>
<td>Application Deadlines</td>
<td>3</td>
</tr>
<tr>
<td>Early Achievers Grant</td>
<td>3</td>
</tr>
<tr>
<td>Child Care Aware of Washington Scholarships</td>
<td>4</td>
</tr>
<tr>
<td>Funding: Priority, Award, and Fees</td>
<td>4</td>
</tr>
<tr>
<td>Priority Criteria</td>
<td>4</td>
</tr>
<tr>
<td>Funding Waitlist</td>
<td>5</td>
</tr>
<tr>
<td>Awarding Funding</td>
<td>5</td>
</tr>
<tr>
<td>Award Limits</td>
<td>5</td>
</tr>
<tr>
<td>Leveraging Funding Options</td>
<td>5</td>
</tr>
<tr>
<td>College Fees</td>
<td>6</td>
</tr>
<tr>
<td>Book Expenses</td>
<td>6</td>
</tr>
<tr>
<td>Emergency Funds (Early Achievers Grant Only)</td>
<td>6</td>
</tr>
<tr>
<td>Release Time (Washington Scholars Only)</td>
<td>6</td>
</tr>
<tr>
<td>Substitute Coverage</td>
<td>7</td>
</tr>
<tr>
<td>Academic Program Enrollment</td>
<td>7</td>
</tr>
<tr>
<td>Academic Programs Covered</td>
<td>7</td>
</tr>
<tr>
<td>Ineligible Colleges, Universities, and Degree Programs</td>
<td>7</td>
</tr>
<tr>
<td>Maintaining Scholarship Criteria</td>
<td>7</td>
</tr>
<tr>
<td>Attendance</td>
<td>7</td>
</tr>
<tr>
<td>Course Completion</td>
<td>8</td>
</tr>
<tr>
<td>Scholar Experience Survey</td>
<td>9</td>
</tr>
</tbody>
</table>

Original Date: June 2021 | Revised Date: September 10, 2021
Eligibility and Provider Supports | Approved for Distribution by Sharene Leek
DCYF SCHOLARSHIP PROGRAM GUIDE

Purpose and Overview
The Washington State Department of Children, Youth, and Families (DCYF) scholarship program is an educational support program that serves those that work on behalf of children and families. The DCYF early learning scholarship program supports the continuous quality improvement of Washington State’s early learning workforce by providing funding opportunities for individuals employed at programs participating in Early Achievers. Outcomes for children improve when early learning programs and professionals have access to specialized learning opportunities.

The purpose of this guide is to summarize DCYF’s early learning scholarship program for contractors or others who are curious about its basic principles. This guide does not provide advice on financial aid opportunities, including Federal or State Financial Aid. For information about policies and procedures, please visit the Professional Development Policy and Procedures Manual.

DCYF Scholarship Program
The DCYF Scholarship Program is a non-traditional scholarship model, which allows funding to be delivered through grant opportunities. The benefit to students is that this model does not require a student to pay back any funds regardless of their academic outcome.

Early Achievers Grant
The Washington State Board of Community and Technical Colleges administers a college grant, which is included in this scholarship program guide. It provides funding for early learning professional pursuing:
- An Early Childhood Education (ECE) Stackable certificates
- An Associate’s degree in ECE

Child Care Aware of Washington Scholarships
The Child Care Aware of Washington organization administers this program. The program provides funding for early learning professionals pursuing:
- A Bachelor’s degree in ECE or a similar field
- A specialized certificate program (i.e., Montessori or University of Washington Coaching program)
Scholarship Recipient Requirements

Eligibility Criteria
Early learning professionals must meet the eligibility criteria described below to receive DCYF scholarship program funding, including employment and educational program requirements. DCYF awards scholarships on an objective and nondiscriminatory basis. There are no income-based eligibility requirements. Meeting eligibility criteria does not guarantee funding. Applicants may only receive funding from one DCYF scholarship source at a time.

Residency Requirements
Funding is available to scholarship recipients regardless of citizenship or Washington State residency status. Tuition rates are dependent on residency and citizenship status.

TIP: If an applicant lives in a neighboring state, they are eligible for scholarship funding as long as they meet employment requirements.

Employment Requirements
Applicants must work at a program participating in DCYF Early Achievers. All applicants must meet the criteria in the following table for employment.

<table>
<thead>
<tr>
<th>Employment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employment Site</strong></td>
</tr>
<tr>
<td>Employed at an Early Achievers facility, verified each quarter</td>
</tr>
<tr>
<td><strong>Employment Classroom</strong></td>
</tr>
<tr>
<td>Employed in an Early Achievers participating classroom and meets the role</td>
</tr>
<tr>
<td>requirements listed below, verified each quarter</td>
</tr>
<tr>
<td><strong>Employment Duration</strong></td>
</tr>
<tr>
<td>Three months</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>Minimum of 10 per week or 40 per month</td>
</tr>
</tbody>
</table>

TIP: Hours are averaged for the academic year. If an applicant has active employment at more than one facility or changes facilities, all hours worked in qualifying roles contribute to the total work hours needed. If an applicant is no longer employed at a program participating in Early Achievers or a facility does not renew participation in Early Achievers, the individual may complete the current quarter or semester.

Role Requirements
Applicants must work in a qualifying role, in a licensed classroom, or Early Childhood Education and Assistance Program (ECEAP) classroom. All qualifying roles are included in the following table.
DCYF SCHOLARSHIP PROGRAM GUIDE

<table>
<thead>
<tr>
<th>Qualifying Roles</th>
<th>Available Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Center or Family Home Roles, As Recorded in MERIT</td>
<td>• Early Achievers Grant</td>
</tr>
<tr>
<td>• Family Home Owner/Licensee</td>
<td>• Child Care Aware of Washington Scholarship</td>
</tr>
<tr>
<td>• Center Director</td>
<td></td>
</tr>
<tr>
<td>• Assistant Director</td>
<td></td>
</tr>
<tr>
<td>• Program Supervisor</td>
<td></td>
</tr>
<tr>
<td>• Lead Teacher</td>
<td></td>
</tr>
<tr>
<td>• Assistant Teacher</td>
<td></td>
</tr>
<tr>
<td>DCYF Required Support Roles</td>
<td></td>
</tr>
<tr>
<td>• Early Achievers Coach</td>
<td>• Child Care Aware of Washington Scholarship</td>
</tr>
<tr>
<td>• ECEAP Family Support Staff</td>
<td></td>
</tr>
<tr>
<td>• Infant/Toddler Mental Health Consultants</td>
<td></td>
</tr>
</tbody>
</table>

TIP: Licensed early learning roles that do not have education requirements per [WAC 300-0100](#) are not eligible for DCYF scholarship funding. Any role not listed in the table above is not eligible to receive DCYF scholarship funding.

Scholarship Application Instructions
All applicants interested in participating in the DCYF scholarship program will need to complete a scholarship application. Scholarship application information is available on the DCYF [early learning scholarship program](#) webpage.

Applicants must:
1. Review and meet all of the eligibility requirements for the scholarship funding
2. Apply for admissions to the approved academic program at the college or university of choice
3. Complete the scholarship application form
4. Verify employment and sign release form
5. Notify the Early Achievers Grant point of contact or Child Care Aware scholarship contact of any changes to their academic program, institution, employment, or personal information

Application Deadlines
All potential scholarship recipients are responsible for meeting application timelines for their program of choice. It is important to express interest early – scholarship funding is awarded based on priority and a first-come, first-served basis. Applicants should apply at least one quarter before the intended program start date.

Early Achievers Grant
Early Achievers Grant applications are accepted by colleges throughout the year, however, applicants will only be granted funding for upcoming quarters, not a current running quarter. Applications must be completed before funding is awarded.
DCYF SCHOLARSHIP PROGRAM GUIDE

Child Care Aware of Washington Scholarships

Applications must be completed and received by the dates listed below to be considered for the corresponding term. Applications received after these dates may still be eligible for funding if funding permits.

- Fall: August 15
- Winter: November 15
- Spring: February 15
- Summer: April 15

TIP: Each scholarship or grant program determines renewal for the funding. An updated application may be requested if there is a change in employment, job role, or other personal information.

Funding: Priority, Award, and Fees

Priority Criteria

Scholarship funding is awarded based on eligibility, priority criteria determined by DCYF, and available funding. When implementing priority levels in the table below, program type is considered within each priority. Academic programs authorized for DCYF funding are found on the Scholarship Funded Programs document.

Program type:
1. Licensed Family Home Providers
2. ECEAP Educator (center role, serving ECEAP classroom)
3. Licensed Centers (not serving ECEAP)
4. Head Start (see Award Limits for more information about Head Start)

The point of contact or scholarship program coordinators will implement the following priority levels at their earliest convenience but no later than the 2022-2023 fiscal year.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Early Achievers Grant (EAG)</th>
<th>Child Care Aware of Washington Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Current EAG recipients receiving DCYF scholarship funding and working on meeting DCYF staff qualifications*</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>Eligible applicants (new students) who need to meet DCYF staff qualification requirements</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>Current EAG recipients continuing their academic program and already receiving funding but have met DCYF staff qualifications for their role (going beyond the minimum required for their role)</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>Eligible providers who received scholarship funding in the past and need to meet DCYF staff qualifications</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>Current scholarship recipients receiving DCYF scholarship funding</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>Applicants seeking an approved Montessori certificate to meet DCYF staff qualifications</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>New applicants working toward a BA/BAS in ECE or similar or approved academic programs</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>New applicants working toward a BA/BAS in ECE with teacher certification</td>
<td></td>
</tr>
</tbody>
</table>

*This includes military service students who previously received EAS funding and are now returning from deployment.
Funding Waitlist
Providers are placed on a waitlist if the number of applicants exceeds the amount of available funding. Applicants remain on the waitlist until they request to be removed from the list.

Awarding Funding
Scholarship programs are responsible for the following:
- Notifying applicants of the status of their scholarship funding
- Working with the institution to cover the cost of tuitions and fees awarded
- Assisting applicants with understanding additional funding opportunities (i.e., financial aid, state grants, etc.)

Child Care Aware of Washington Scholarships must receive a copy of the recipient’s course schedule before funding can be dispersed.

TIP: The amount of time between submitting a scholarship application and receiving an award varies on a case-by-case basis. If, for any reason, the college or university cancels a course, the college or university will refund tuition cost and fees to the scholarship/grant program.

Award Limits

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Award Limits for Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Achievers Grant</td>
<td>• Tuition funding covers up to 97 credits. Students must complete a state certificate before progressing to associate year two courses</td>
</tr>
<tr>
<td></td>
<td>• EAG funding can be used to cover the classes required by the college to earn a certificate or degree</td>
</tr>
<tr>
<td></td>
<td>• Note: Students employed in a Head Start classroom can be awarded no more than a maximum of 15 credits total per student working toward licensing education requirements.</td>
</tr>
<tr>
<td>Child Care Aware of Washington Scholarships</td>
<td>• Up to $9,000 per contract year for tuition and tuition related fees</td>
</tr>
</tbody>
</table>

TIP: Early Achievers Grant recipients may request a waiver to enroll in additional credits if they meet the following criteria:
- Recipient is pursuing the WA ECE State certificate and needs to complete one or more developmental classes in math and/or English
- Recipient is completing a WA ECE State certificate, and courses are available that would help work toward an ECE associate degree

Leveraging Funding Options
DCYF Scholarship Programs support scholars through all eligible funding options such as the Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WASFA). U.S. Citizens and eligible non-citizens (as determined by the U.S. Department of Education) may file the FAFSA to receive federal financial aid, such as Pell Grants and federal student loans. DACA students or undocumented students can apply for WASFA safely to determine eligibility for state financial aid. These applications are encouraged but not required to receive DCYF scholarship supports.
College Fees
Scholarship program funding covers the most college fees. The following fees are not covered at any time:
- Admission/application fees
- Late registration fees
- Copies of official transcripts
- Dropped class fees

Book Expenses

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Award Funding for Book Expenses</th>
</tr>
</thead>
</table>
| Early Achievers Grant                | • Book expenses up to $1,000 for a full-time student per academic year (this averages to $22.22 per credit for textbooks)  
  • Book expenses that exceed this limit can be approved by the point of contact by using Early Achievers Grant wraparound funds  
  • Book purchases can be made at the college bookstore using a student account  
  • Scholarship program point of contact can establish an account at the college bookstore for recipients to purchase books  
  • Students may purchase books and submit a receipt to the scholarship program’s point of contact for reimbursement  
  • Or POC’s can purchase books from a third party and deliver to students. |
| Child Care Aware of Washington Scholarships | • Up to $500 in reimbursement per contract year  
  • Recipients must submit a Reimbursement Claim form by the required deadline each quarter. Forms are available here: https://childcareawarewa.org/providers  
  • Note: If a facility purchases books on behalf of the recipient, the recipient must complete a Reimbursement Claim form on behalf of the facility |

Emergency Funds (Early Achievers Grant Only)
Emergency Funds are available to students based on need. Students may request emergency funds more than once. Each college sets a policy for the request and use of emergency funds. Grantees must be currently enrolled in an active quarter to request funds.

Release Time (Washington Scholars Only)
Release Time is a voluntary benefit used to compensate child care facilities for supporting scholars while they are enrolled in coursework. Scholars may use the paid time off to study, meet with advisors, attend classes, or address any matters regarding their coursework. The scholar’s child care facility still pays the scholar for this time at their regular pay rate.

Washington Scholars will pay the child care facility $15 per hour, for up to three hours each week of enrollment, for the time away from the scholar’s work duties. Facility directors and scholars must complete the Release Time Claim Form during the term and submit the request for payment according to the deadlines
for each calendar quarter. Payments are made to the child care facility. The Release Time claim form is available online at https://childcareawarewa.org/providers.

**Substitute Coverage**
Licensed child care providers have access to the statewide Substitute Pool, which may support professional development or other purposes. This may include time off to study, meet with advisors, attend classes, or address any matters regarding their coursework.

Role requirements may be in place to request the time off, and substitute time is only available as funding and allowable day allotment is available.

**Academic Program Enrollment**
**Academic Programs Covered**
For a complete list of eligible programs, please review the DCYF Funded Scholarship Programs.

**Ineligible Colleges, Universities, and Degree Programs**
DCYF has guidelines for funding to support the early learning workforce and focuses on growing all levels of workforce preparation. It is our goal to build state capacity and responsiveness for early learning preparation programs.

Scholarship funding is dedicated to credit-bearing opportunities for the early learning workforce and does not go toward training reimbursement for state-approved training – other resources are available for training.

Institutions ineligible for scholarship funding include:
- For-profit colleges
- Out-of-state colleges: Colleges outside of Washington State are not eligible for scholarship funding. This includes colleges that have satellite campuses within Washington, but the primary location is outside of Washington State
- Colleges that choose not to participate in the Early Achievers Grant
- Program majors not covered by DCYF scholarship funding

**Maintaining Scholarship Criteria**
**Satisfactory Academic Progress**
All scholarship recipients must maintain the college or university Satisfactory Academic Progress (SAP) policy. This may include a minimum grade point average and also any specified requirements for the academic program they are enrolled in. Scholarship recipients who fail to maintain satisfactory academic progress are at risk of losing their scholarship coverage. DCYF reserves the right to seek reimbursement for tuition that does not result in satisfactory academic progress.

**TIP:** If a scholarship recipient struggles to maintain satisfactory academic progress, they're encouraged to work with their Early Achievers Grant point of contact or Child Care Aware scholarship program coordinator.

**Attendance**
Scholarship recipients must maintain regular attendance in the academic program. Scholarship recipients are responsible for communicating any changes to academic enrollment to the scholarship program coordinator.
DCYF SCHOLARSHIP PROGRAM GUIDE

or point of contact. If a scholarship recipient misses more than one consecutive quarter due to non-enrollment, they are at risk of not having their scholarship renewed.

Course Completion
Scholarship recipients must complete all enrolled courses.

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Actions Taken if Student Fails Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Achievers Grant</td>
<td>• Scholarship recipient must repeat the course the following quarter or as soon as the course is next available</td>
</tr>
<tr>
<td></td>
<td>• Scholarship recipient may be able to retake a failed course by asking for a waiver. If the waiver is approved, the tuition will pull from the student’s overall scholarship funding and credit limits</td>
</tr>
<tr>
<td></td>
<td>• A course can be repeated one time, and no more than four courses can be retaken on the scholarship through their associate degree</td>
</tr>
<tr>
<td>Child Care Aware of Washington Scholarships</td>
<td>• The first failed course can be covered. If failed a second time, the scholar is responsible to reimburse the cost of tuition and fees</td>
</tr>
<tr>
<td></td>
<td>• Reimbursement payment arrangements or balance paid off must happen before the scholar can continue with the scholarship program</td>
</tr>
<tr>
<td></td>
<td>• If reimbursement arrangements are not made, the scholar will not receive further awards</td>
</tr>
<tr>
<td></td>
<td>• Scholars can fail a maximum of three courses a scholarship contract</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Actions Taken if Student Drops or Withdraws from Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Achievers Grant</td>
<td>• All reimbursed funds will be returned to the Early Achievers Grant institutional account for any official or unofficial withdraw</td>
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<td></td>
<td>• The funds lost from a drop or withdrawal will count toward the students’ Early Achievers Grant tuition/fees funding maximum</td>
</tr>
<tr>
<td></td>
<td>• If a student drops the program completely, then chooses to re-enroll later, they will be placed in the last priority group for unsatisfactory completion unless prior arrangements have been made with the POC</td>
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<tr>
<td></td>
<td>• The student is not responsible for refunding books or instructional materials, but those materials will be asked to be returned to the POC</td>
</tr>
<tr>
<td></td>
<td>• There are no refunds for books/instructional materials that have been purchased if a student drops or withdraws from a course</td>
</tr>
<tr>
<td>Child Care Aware of Washington Scholarships</td>
<td>• Scholars who drop a course after the 100% refund deadline (i.e., add/drop date) will be responsible for refunding Child Care Aware of Washington Scholarships the full balance of tuition, fees, and books</td>
</tr>
<tr>
<td></td>
<td>• Scholarships will not provide payment for any books purchased for dropped courses</td>
</tr>
</tbody>
</table>
Scholar Experience Survey
The survey is to be provided to scholars quarterly through the fiscal year.

If you would like copies of this document in an alternative format or language, please contact DCYF Constituent Relations
(1-800-723-4831 / 360-902-8060, ConstituentRelations@dcyf.wa.gov)
Appendix C: Document Samples

This appendix contains samples of the documents referenced in the guidelines. Editable templates will be provided upon distribution of grant funds.

Student Application

**CONTACT INFORMATION**
Name (Last, First, M.I.): ________________________________
Street Address: _______________________________________
City, State, Zip Code: __________________________________
Home Phone: ___________________ Cell: ___________________ Email: ________________________

**CHILD CARE EMPLOYMENT**
To qualify for this grant, you must be employed at an Early Achievers site.
How long have you worked at your current employer? ________________ Current Schedule: _______ hours/week
Employer: ____________________________________________ Employer’s Address: ______________________________
Employer’s Phone: __________________ Have you worked at this site for 3 months or more? [ ] Yes [ ] No
Your Rate of Pay Per Hour (optional): ______________________

**EDUCATION**
[ ] I am a new college student [ ] I am a returning student
Student ID Number (If one has been assigned): __________________________
I have earned my: [ ] GED [ ] High School Diploma. If not, what is the highest grade you completed? __________________________
Previous colleges or classes attended:

<table>
<thead>
<tr>
<th>SCHOOL/COLLEGE</th>
<th>CITY/STATE</th>
<th>DATES ATTENDED</th>
<th>FOCUS OF STUDY</th>
<th>CERTIFICATES/ DEGREE EARNED</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**SUPPORTIVE RESOURCES**
Have you received financial assistance or support services through any community programs?
Check all that apply.

[ ] Financial Aid ( Pell Grant, State Need Grant, Work Study, Loans)
[ ] Adult Basic Education/GED
[ ] English as a Second Language
[ ] Student Support Services
[ ] Worker Retraining Assistance
[ ] Work Source/WIA
[ ] Trade Act
[ ] WorkFirst/Workfirst Financial Aid
[ ] Disability Support Services
[ ] Displaced Homemakers Assistance
[ ] Washington Department of Social and Health Services
[ ] HREST
[ ] Career Exploration, Job Search Services or Career Assessment
[ ] Other(s) ________________________________

Please complete application on reverse side.
Early Achievers Grant, Scholarship Application, page 2

Please write a paragraph telling us why you want to be in the Early Achievers Grant program?


STUDENT COMMITMENT

My signature below indicates that, if I am selected, I understand and agree that;

• I am responsible for attending all my classes regularly.
• I am required to check in with my ECE Advisor / coordinator each quarter.
• I am required to maintain a minimum of a 2.0 GPA and complete a minimum of 50% of the credits attempted each quarter.
• I am responsible for maintaining up-to-date contact information with both Registration and Financial Aid offices.
• I give permission for my name and picture to be used to publicize this scholarship program, or I will leave written instructions on file with my advisor regarding restrictions.
• I hereby authorize the release of my academic records for the purpose of:
  1) Determining eligibility  2) Accessing student services  3) Meeting reporting requirements and  4) Analyzing the success of the grant program.

Signature ___________________________ Date ___________________________

Printed Name ___________________________
Student Consent to Data Release to DCYF

When information about your college experience is combined with other student’s information, a picture of the early Achievers program’s effectiveness emerges. Your consent is required in order for the information outlined below to be shared with the agency that funds Early Achievers scholarship program, the Department of Children, Youth, and Families (DCYF). DCYF studies this information to evaluate the program’s outcomes, challenges, and successes. Studying the program’s effectiveness helps DCYF obtain more funding for scholars. Only the information outlined below will be shared and sharing this information will not affect your ability to receive continued funding. This information will not be shared with any other state or federal agency. Thank you for consenting to the college sharing some information regarding your college experience with the scholarship funders.

As a participant in the Early Achievers Grant program, your consent to the following is required:

I __________________________ hereby authorize the release of data and information collected by my college regarding my Enrollment, Credential Completions, Demographics, Employment, and Student Support to the Department of Children, Youth, and Families, for the purposes of assessing program outcomes, challenges, and successes.

Enrollment information includes:
- Student name and date of birth
- Enrolled credits
- Credits completed/incomplete/dropped
- Enrollment from quarter to quarter
- Enrollment from year to year

Employment information includes:
- Employer name and type (center care, family home care, or ECEAP/Head Start)
- Employment verification data
- Required credentials to retain employment
- Job placement after completion

Student Support information includes:
- Student intent / chosen program of study
- Summary of student supports, successes, challenges, and reasons for dropped credits
- Types of assistance and amount of funding received (tuition, textbooks, wrap-around services, advising and support, and enhanced Point of Contact services)

Demographic information, when provided by student, includes:
- Race/Ethnicity, Gender, and Age
- Primary Language

Student Name (print)

Student Signature

Date Signed

Date Expires (7 years)

Point of Contact Name
Title
Phone
Email

College Name
College Address Line 1
College Address Line 2
City, State ZIP

The Family Educational Rights and Privacy Act (FERPA) of 1974 is designed to protect the privacy of a student’s educational records. These confidential records will not be released without written consent of the student. This consent is valid for 7 years. A copy of this form is valid to give my permission to share data and information. September 2018
Waiver Form

Early Achievers Grant
Credits Waiver Form

This form is to be used when requesting permission to enroll grant recipients who:
1. Need more than 52 credits to complete the 1-year ECE State Certificate.
2. Have not yet finished the Early Childhood Education 1-year State Certificate, but could benefit from enrolling in 1 or 2 courses required for an ECE Associate's degree.
3. Have at least an Associate's degree in ECE, but need specific classes to retain employment.

Please fill out the college information below and either section 1, 2 or 3

College
Point-of-Contact
Email
Student Name

Certificate student is pursuing: (check highest award student wishes to complete)
- Initial ECE Certificate
- One or more ECE Certificates of Specialization
- 1-year State ECE Certificate

Please fill in only section 1, 2 or 3:

1. Student completed developmental class(es) and has exhausted 52 credits of grant funding.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Qtr. Enrolled</th>
<th>Qtr. Completed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Additional classes requested for next quarter to complete an ECE Certificate

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Qtr. to be Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
2. Student has completed many of the required classes for a 1-year State ECE Certificate, but additional required classes are not available during the next quarter, or the student has capacity to enroll in additional classes required for an ECE Associate’s degree.

How many classes does the student need to complete to be awarded a 1-year State Cert.?

Additional classes requested for the next quarter to complete the 1-Year State ECE Certificate

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Qtr. to be Enrolled</th>
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<tbody>
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</table>

Additional classes requested for the next quarter to complete an Associate’s Degree

<table>
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<tr>
<th>Course #</th>
<th>Title</th>
<th>Qtr. to be Enrolled</th>
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</table>

3. Student already has an Associate’s or Bachelor’s degree, but needs to complete specific courses to retain employment.

Additional classes requested for the next quarter to retain employment.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Qtr. to be Enrolled</th>
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</tbody>
</table>

For State Board staff only

- [ ] Approved
- [ ] Denied

State Board Staff authorization
## Annual Schedule of ECE Courses Template

### 2019 - 2020 Early Childhood Education Course Offerings by Quarter

<table>
<thead>
<tr>
<th>College</th>
<th>PoC Name</th>
<th>PoC Phone</th>
<th>PoC Email</th>
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</thead>
</table>

#### SUMMER 19

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Time</th>
<th>Mode</th>
<th>Location</th>
<th>Language</th>
</tr>
</thead>
</table>

#### FALL 19

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Time</th>
<th>Mode</th>
<th>Location</th>
<th>Language</th>
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#### WINTER 20

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Time</th>
<th>Mode</th>
<th>Location</th>
<th>Language</th>
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#### SPRING 20

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Time</th>
<th>Mode</th>
<th>Location</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed By:</td>
<td>Phone:</td>
<td>Email:</td>
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<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
<th>SUMMER</th>
<th>Credentials Earned</th>
</tr>
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<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Employee Type</td>
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</tr>
<tr>
<td>College</td>
<td>Quarter</td>
<td>Current Workload Adjustment</td>
</tr>
</tbody>
</table>